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ABSTRACT

The integration of library instruction within established courses offered by academic departments at the State University College at Potsdam is discussed. A report of the year's activities, which are funded by a grant from the Council on Library Resources, is followed by the library director's assessment of staff skills required for program participation and remarks regarding the program's impact on services, and faculty and student attitudes. The project librarian reports on her activities and includes guidelines used in developing self-instructional materials, a strategy for introducing the program to the teaching faculty, sample outlines for pilot programs in chemistry, English, and history, and an analysis of the student questionnaire used to evaluate the program. Also included are a brief description of the institution and its libraries, a copy of the student evaluative questionnaire, and a financial report. (Author/MBR)

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LIBRARY SERVICE ENHANCEMENT PROGRAM
F. W. CRUMB MEMORIAL LIBRARY
STATE UNIVERSITY COLLEGE, POTSDAM, NEW YORK

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Final Report Of Grant Activities, 1976-1977

Submitted by Jeanne Dittmar, Project Librarian
William Moffett, Director of Libraries

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LIBRARY SERVICE ENHANCEMENT PROGRAM
F. W. CRUMB MEMORIAL LIBRARY
STATE UNIVERSITY COLLEGE, POTSDAM, NEW YORK

I. OBJECTIVES AND RESULTS -- The Director's Summary

The long standing goal of SUNY Potsdam's participation in library instruction has been to increase significantly both the independence and the effectiveness of the individual library user. We have accepted here the maxim articulated by Otis Robinson a century ago, that the librarian is not fit for his place unless he makes himself responsible for the library education of his students: "All that is taught at college amounts to very little; but if we can send students out self-reliant in their investigations, we have accomplished very much."

In the modern academic library this is no less true, especially in view of the increasing demands made on us by a greater number of serious users reflecting an ever wider variety of disciplines and types of preparation. Because these increases have coincided with the decline in personnel and material resources, we have recognized the necessity of educating our patrons more imaginatively without at the same time unduly taxing our reference staff.

The specific objectives of our LSEP project was to plan and initiate the implementation of an expanded application of library instruction designed to promote more completely the established goals of our library and the academic mission of the college.

Building on a well-developed series of instructional activities (tours, printed guides, tutorials in research techniques, mini-courses, and other activities by departmental liaison librarians) we wished to attempt the establishment of library instruction as a continuing part of the curricular goal of as many academic departments as possible, thus integrating more fully library research in the educational process of this college. Although the design of our project was in part a pragmatic solution to problems we faced, it also reflects our fundamental belief that library instruction, when integrated within a discipline, is more meaningful to everyone involved than general instruction taking place without any immediate application to students' real and perceived needs as posed within specific courses.

In summarizing the results, it is first of all gratifying to be able to report that we were on the whole successful. Undoubtedly this may be attributed to the fact that we were building on a well-established foundation. Our objectives proved to be realistic and did not require substantial revision during the course of the project. As outlined in the project librarian's report, we completed a campus-wide canvass of departments in an effort to foster a more productive relationship between teachers and library faculty. We developed pilot projects in a number of disciplines that subsequently serve as models for extending the benefits of the program into every academic department which significantly utilizes library resources. We developed and acquired teaching materials in library instruction and experimented with a wide variety of media.

Our strategy reflects the fact there is no single course that is required of all students entering SUC Potsdam. As a result, the first level of library instruction must be integrated into courses that normally handle large numbers of Freshman. In 1977/78 library skills will be taught as an integral part of Biology II (expected enrollment 300), Introduction to Computer Science (expected enrollment 300), and English 102 (expected enrollment 100). (The total Freshman class numbers 895). Library skills will be taught through a combination of lectures, slide/tape shows and guided exercises, and once in each class students will be required to submit for credit a library project developed by the teaching and library faculty.

The library instruction program will also systematically introduce students to the bibliography of their major disciplines. The library in consultation with the academic departments is identifying key required courses which utilize library resources. With commitments from their departments and the cooperation of individual teaching faculty, students will learn library search strategies through lectures, working sessions with librarians, guided exercises and carefully designed library projects.

At the conclusion of the initial grant period, seventeen of the twenty-two academic departments at SUCP have either implemented pilot projects which will be continued or are developing plans for library instruction in specific courses in 1977/78. The "Library Use Instruction Activities" chart appended to this report shows the type of library instruction planned for each department and gives the initials of the librarians who are responsible for implementing the instruction.

By sharing our experiences with the members of the New York Library Association, the annual conference of library orientation for academic librarians at Ypsilanti, the SUNY Librarians Association, the Eastern New York Chapter of ACRL, and the North Country Reference and Research Resources Council, we were able to make a significant contribution to library practices beyond our own walls. And because of an on-going commitment to our teaching mission, we are confident that there will be lasting benefits of our LSEP program on our own campus.

Moreover, within the college itself the library has improved its visibility as a teaching resource. Our institution is exploring a number of programs designed to improve undergraduate education. The library will undoubtedly play an active role in such programs, enhancing the effectiveness of teachers by extending the practice of integrated library instruction.

W. A. Moffett,
Director of Libraries

II. PROJECT LIBRARIAN'S REPORT

(A) Program Description

During the grant year we have made considerable progress towards the establishment of a structured program of course-integrated library instruction. Our program is designed to reach students at least twice in their four years of college. Freshman and sophomores will be taught basic library skills and juniors and seniors will develop bibliographic research strategies in their major discipline.

A variety of library instruction methods and materials will be used to accommodate different departmental goals and the participating librarians' differing styles.

At this point, at the end of the grant review, we are optimistic about the viability of our library instructional program. However, it is very clear that the academic year 1977/78 will be extremely critical in determining the future of library instruction at Potsdam. The faculty here are giving the library the opportunity to prove that library instruction will have a positive impact on the teaching/learning process.

(B) Other Grant Activities

(i) Development of teaching and self-instructional materials

The project librarian and others produced bibliographic guides, informational leaflets, guided exercises, extensive lecture notes for future use, and the scripts for two slide/tape shows.

These materials plus the instructional materials collected from other libraries will make the preparations for library instruction classes less time consuming and of better quality.

(ii) Participation in professional meetings and conferences, 1976-1977

Spring, 1976	Visited the New York Library Instruction Clearinghouse, Syracuse, New York.
October 1	Eastern New York Chapter of ACRL, Cortland, New York. Participated in general discussion of library instruction.

October 19-22	NSF Workshop on Course Related Library and Literature Use Instruction In An Undergraduate Science Education. Earlham College, Richmond, Indiana. Participant .
November 16-17	Seminar For LSEP Participants, Council On Library Resources. Washington, D.C.
April 30	The librarian as teacher: practical strategies for teaching library courses. sponsored by the New York Library Association. Troy, New York. Participant.
May 11-13	Seventh Annual Conference of Library Orientation For Academic Libraries. Eastern Michigan University, Ypsilanti, Michigan. Participant.
May 19	North Country Reference, Research and Resources Council. Spring Meeting. Potsdam, New York. I directed a workshop for thirty public, highschool and academic librarians on "Developing printed materials for teaching library use." (Workshop description enclosed with this report)
June 2-3	State University of New York Librarians Association. Annual Meeting. Purchase, New York. I coordinated and participated on a panel "The role of the teaching faculty in the design of library use instruction: A view from teaching and library faculty"
July 12	Library use instruction workshop for members of the staff of the F. W. Crumb Memorial Library conducted by David Trithart and Project Librarian. (Workshop description enclosed with this report).

III. PROGRAM EVALUATION

(A) Staff Skills Required

The essential requirements for successful execution of such a program, in our experience, are:

(i) An ability to comprehend what uses the teacher and student can and do make of library resources. Ideally this implies subject specialization; in practice it has meant the librarian's capacity

as a non-specialist to acquire a grasp of the discipline, and of the dynamics of instruction within that discipline, sufficient to enable him to play a meaningful role as an adjunct instructor.

(ii) The ability to communicate effectively both as part of the public relations effort required in eliciting our cooperation from academic departments, and in articulating the program itself with participants.

(iii) A genuine understanding of the potential -- and the inherent limits -- of the librarian as teacher and collaborator. One's failure to recognize those limits is as likely to be counter-productive as the failure to grasp the potential.

(iv) It goes without saying that participating librarians must be able bibliographers, must have well-developed skills of communication and must be sufficiently independent and aggressive to develop and pursue their goals.

(8) Impact On Services

Because of the extensive library liaison program at Potsdam, all professional librarians have been involved in the program to some extent, as well as the project librarian who was of course involved on a full-time basis. In effect, the LSEP simply enhanced what has been a traditional role of professional librarians here in public service. At Potsdam, all librarians spend part of their time at reference, most are involved in instruction, and all are involved in collection development by being assigned to various academic departments in the college as liaisons. In that capacity they assist in formulating the department's acquisitions requests,

advise about retrospective collection development, help the library anticipate new courses and developing interests, keep teaching faculty informed of new publications and recent research tools in their field including the availability of computerized data searches and other library resources available for members of the network of which we are a member, help design library instruction able to meet the special needs of the individual faculty member, and in general act as trouble-shooters for the faculty in library matters. Thus it was possible to bring the library staff generally into the LSEP without altering significantly their work-load or their pattern of responsibilities. In the course of promoting the program on campus, the project librarian and the director were assisted at one time or another by each of the library faculty in visiting the various academic departments. In the appended chart of instructional activities, it is obvious that most were involved in at least one of the activities: lecturing, preparing guides, giving tutorials, or designing self-instructional materials. Thus integrated within the library's regularly staffed services, the participation by the library faculty will go on even after the Council's support has ended.

(C) Impact Of Program On Faculty And Students

During the 1976/77 academic year, approximately 1200 students (24.3% of the total enrollment), 40 faculty (14.4% of faculty), and 9 library staff members (56% of library faculty) were involved actively in library instruction.

The nature of faculty participation varied considerably, of course. In some cases it was confined to brief consultation before class,

with the teacher deferring largely to the librarian for selection of materials. In others, as in the joint program developed for Biology II, there was extensive colloboration between the librarian and the biologist in developing both the material and the presentation. In some cases, such as in a course in American History, the teacher himself developed elaborate exercises and guides.

The chief difficulties we encountered in working with teaching faculty were predictable: the lack of interest of some individuals, the inability of others to accommodate changes in well-established routines, and the extent to which the teaching requirements of some departments were or were not amenable to library instruction. In overcoming the reluctance of departments to participate, we found that our greatest lever was the success we were having in our initial pilot projects, and doubtless it will be the enthusiasm and successes we have had in some instances that will help us extend the program in the future.

Perhaps of graver concern than occasional indifference on the part of some instructors was the tendency of some individuals to embrace the program without fully accepting its implications. Undoubtedly, some teachers simply moved from one kind of spoon-feeding (the lecture) to another -- the programmed "discovery" of materials -- without generally utilizing the newly acquired research skills in the subsequent work of the class. This reflects the fundamental failure on the part of some of our participants, and perhaps on our part as well, to break through old habits and old expectations.

In evaluating the impact of the program on students, we are unable to be conclusive at this point. It is difficult to present concrete evidence that there have been substantial changes in students' work as a result of the program, and indeed it is too soon to gauge even the effects of the pilot programs in that regard. But individual instructors have expressed their satisfaction with changes they have seen within specific classes. The reference department reports a greater sophistication on the part of students, especially in the kinds of questions they are asking, and in the decline of requests for help in using such standard tools as ERIC. Some library services have been substantially reduced. The mini-courses, for example, have been generally eliminated. The interlibrary loan desk reports that requests are better prepared, especially with regard to verification. The reference collection itself, especially the indexes and abstracting services seem to be more heavily used. Increased use of shelvers suggests a significant increase in the in-house use of library materials generally or perhaps as the result of the program. There is a general sense that if greater use of the library itself cannot be shown -- which was of course not one of our objectives -- there is evidence that more effective use of the collection is being made - which was one of the objectives.

Finally, an assessment questionnaire was administered to all students involved in library instruction in the Spring of 1977 (a copy of the questionnaire is appended).

One of the statements, "my course work benefited from the instruction in library use given by a librarian" resulted in the following tally:

Of 261 respondents,	62 strongly agreed	(24%)
	106 moderately agreed	(41%)
	66 felt neutral	(25%)
	9 moderately disagreed	(3%)
	8 strongly disagreed	(3%)
	10 said the question did not apply	(4%)

The questionnaire suggests that while the project was not completely successful, it is clear that students as well as staff would reassign a high priority to the LSEP activities we developed. Even students in classes in which the library instruction proved to be less effective or inadequately presented seemed to want refinement of the program rather than its elimination. The general usefulness of the program in furthering the academic mission of SUNY College at Potsdam seems clear. Whether it will continue to have a high priority for the library depends largely upon the continued availability of staff. Reduction of the number of librarians would of course seriously weaken the liaison program and would force reassessment of our commitment to library instruction. Even without retrenchment, it will always be necessary for library staff to renew that commitment recognizing that it requires great effort, dedication, enthusiasm and time, as well as leadership that will insure that the diverse talents and interests of the library faculty best serve those of the various academic departments.

W. A. Moffett

IV. APPENDICES

I. BRIEF DESCRIPTION OF THE INSTITUTION AND ITS LIBRARIES

II. GUIDELINES FOR A WORKSHOP ON DEVELOPING PRINTED SELF-INSTRUCTIONAL MATERIALS - MAY 1977

III. LIBRARY USE INSTRUCTION WORKSHOP: A STRATEGY FOR DEALING WITH DEPARTMENTS - JULY 1977

IV. FORM. ASSESSMENT FOR INSTRUCTION IN LIBRARY USE

V. COPY OF FIRST LSEP INTERIM REPORT WITH OUTLINES FOR INSTRUCTION IN CHEMISTRY, ENGLISH, AND HISTORY

VI. COPY OF SECOND LSEP INTERIM REPORT

VII. FINANCIAL REPORT

LIBRARY SERVICE ENHANCEMENT PROGRAM
F. W. CRUMB MEMORIAL LIBRARY
STATE UNIVERSITY COLLEGE, POTSDAM, NEW YORK

DESCRIPTION OF THE COLLEGE AND THE LIBRARIES

STATE UNIVERSITY COLLEGE AT POTSDAM:

The State University College at Potsdam is one of the thirteen colleges of Arts and Science within the State University of New York.

The enrollment at Potsdam is approximately 4,800 and faculty and administration total approximately 400.

The College at Potsdam is composed of three schools: The Crane School of Music, School of Liberal Studies, and The School of Education.

The College at Potsdam is a member of the Associated Colleges of Northern New York (with St. Lawrence University, Clarkson College, and Canton Agricultural and Technical College), the North Country Reference and Research Resources Council, and the SUNY/OCLC network.

COLLEGE LIBRARIES:

The College Libraries include the Frederick W. Crumb Memorial Library and the Julia E. Crane Music Library.

The Crumb Memorial Library is open 100 hours a week with reference librarians available 85 hours per week. The Crane library is open 85 hours a week and is staffed by two librarians and supporting personnel.

The total library staff consists of 17 librarians with 23 supporting clerical personnel and numerous staff assistants.

Acquisition budget for the Crumb and Crane libraries in 1975/76 is $120,189.

Holdings of Crumb and Crane Libraries total almost 260,000 including bound periodicals; also 218,000 pieces in microtexts, music and spoken recordings, filmstrips, slides, curriculum materials and music scores. More than 13,000 volumes including government documents were added last year.

Over 2,000 periodical titles are currently subscribed to, including about 25 newspapers.

GUIDELINES FOR A WORKSHOP ON DEVELOPING PRINTED SELF-INSTRUCTIONAL MATERIALS, MAY 1977

NORTH COUNTRY REFERENCE, RESOURCE AND RESEARCH COUNCIL

SCHEDULE

I. Brief report on SUC Potsdam's Library Service Enhancement Grant.
Jeanne Dittmar - 5 minutes

II. Procedures for workshop.
Jeanne Dittmar - 10 minutes

III. Division of participants into teams and choice of problem to be worked on.
Participants - 5 minutes

IV. Examination of LOEX display of printed library use instruction materials.
Participants - 20 minutes

V. Mock up of solutions to problems.
Teams - 40 minutes

VI. Report and discussion of problems and solutions.
Teams and Jeanne Dittmar - 25 minutes

PROBLEMS

I. Design an exercise that would teach students how to use a specific indexing or abstracting service.

II. Design an exercise that would teach students how to decide which type of reference source (encyclopedias vs. bibliographies, vs. atlas, etc.) would best answer specific information needs.

III. Design an exercise that would aid students in choosing and limiting a topic for a term paper.

IV Design an exercise that would teach students how to find particular issues of periodicals in the Crumb Memorial Library, SUC Potsdam.

V. Design an exercise that would teach students how to formulate a list of appropriate card catalog subject headings for his/her own topic.

VI. Design an exercise that would teach students how to find biographical information for living persons.

VII. Design an exercise that would introduce students to the use of guides to reference sources and guides to the literature.

VIII. Design an exercise that would teach the concept of citation indexing and would aid the student in using Science Citation Index to find articles for his/her own topic.

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GUIDELINES

Library exercises should include the following:

I. a clear statement of the purpose and objectives of the exercise;

II. a statement of the prerequisites necessary for successfully tackling the exercise (reading the library handbook, attending a lecture, etc.);

III. explicit instructions for completing the exercise;

IV. simple, direct questions or steps to be followed;

V. logically structured questions or steps that emphasize a methodical library search procedure;

VI. interesting questions or steps that are relevant to a student's specific needs;

VII. a statement of where to find help for completing the exercise or for additional information (a particular book, or A/V presentation or Reference Desk, etc.).

PLEASE NOTE

This workshop is based in part upon the manual Developing printed materials for library instruction written by Elizabeth Elkins and Judith Byman and used as the basis of workshops in Lake Placid and Rochester in 1976. The manual is available from the New York Library Instruction Clearinghouse, College of Environmental Science and Forestry, Syracuse, New York for $2.50.

Crumb Memorial Library
State University College at Potsdam
JD/dl
5/77

LIBRARY SERVICE ENHANCEMENT PROGRAM
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STATE UNIVERSITY COLLEGE, POTSDAM, NEW YORK

LIBRARY USE INSTRUCTION WORKSHOP: A STRATEGY FOR DEALING WITH DEPARTMENTS - JULY 1977

I. Preparation:

A. Become familiar with the program offered by the department.
   1. Find out if department has published handbook.
   2. Get on departmental mailing or routing list.
   3. Talk with students -- inquire about discipline "club."

B. Tentatively identify where library instruction is most appropriate as an integrated part of the program.
   1. Is there a research methodology course?
   2. Sequence of courses requiring library use?
   3. Etc.

II. Working with the department:

A. Identify faculty members most responsive to library instruction activities.
   1. Work with department liaison.
   2. Attend department meeting(s).

B. Send information about library policies and services to the department.

C. Collaborate with a faculty member on a successful library instruction activity.

D. Some ideas for liaison work:

   1. Prepare guides
   2. Forward library materials to appropriate interested faculty
   3. Bring new reference tools to attention of the department
   4. Display materials in the department
   5. Visit faculty in their offices
   6. Find out what preparation is needed by students going to graduate school
   7. Collect course outlines
   8. Examine papers submitted to department to evaluate quality of bibliographies

III. Developing library instruction for department:

A. Draw up an outline of the sequence of skills, resources, strategies to be taught. Develop objectives for each level of instruction. Decide on methods to be used.

B. Look at ways to evaluate skills and strategies taught.

C. Work with department on integrating the program into the curriculum.

IV. Assess and revise program.

JD/cb
7/7/77

LIBRARY SERVICE ENHANCEMENT PROGRAM
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STATE UNIVERSITY COLLEGE, POTSDAM, NEW YORK

ASSESSMENT OF INSTRUCTION IN LIBRARY USE

TITLE OF COURSE WHICH INCLUDED LIBRARY USE INSTRUCTION _____

_____

PROFESSOR _____

I. When will you graduate ☐ 1977 ☐ 1978 ☐ 1979 ☐ 1980 ☐ Other

II. What is your major field of study? ☐ Humanities ☐ Social Sciences ☐ Sciences

III. What is your major? _____

IV. What library use was required in this course? (Check all that apply)

☐ Reserve reading ☐ Browsing in books, periodicals or newspapers

☐ Research for a term paper ☐ Research for preparation of a bibliography

☐ Use of reference sources ☐ Use of indexing and abstracting services to find periodical articles

☐ Use of card catalog to find supplemental reading in books ☐ Other (specify) _____

V. What library use was required in your other courses (Check all that apply)

☐ Reserve reading ☐ Browsing in books, periodicals or newspapers

☐ Research for a term paper ☐ Research for preparation of a bibliography

☐ Use of reference sources ☐ Use of indexing and abstracting services to find periodical articles

☐ Use of card catalog to find supplemental reading in books ☐ Other (specify) _____

VI. Please rate the statements below using the following scale:

5 = strongly agree 4 = moderately agree 3 = feel neutral
2 = moderately disagree 1 = strongly disagree 0 = do not know or does not apply

a. My course work has benefitted from the instruction in library use given by a librarian. 5 4 3 2 1 0

b. I learn more about using the library through "trial and error" than through a library class. 5 4 3 2 1 0

c. The instruction in library use was just a review of what I already knew about the library. 5 4 3 2 1 0

d. I can't remember what was taught in the library class. 5 4 3 2 1 0

e. The instruction in library use should have been presented in a more interesting manner. 5 4 3 2 1 0

f. The handouts prepared by the library were very useful. 5 4 3 2 1 0

g. More course time should have been devoted to library use instruction. 5 4 3 2 1 0

h. Instruction in library use isn't any help because the books and periodicals I need are never on the shelves. 5 4 3 2 1 0

i. Too much information was presented too quickly in the library class. 5 4 3 2 1 0

j. Actually doing research problems would probably teach more about using the library than the lecture given in the library class. 5 4 3 2 1 0

k. My professors give me all the preparation I need for doing assignments that require using the library. 5 4 3 2 1 0

l. The instruction in library use was unrelated to the subject matter and assignments in this course. 5 4 3 2 1 0

m. The topics covered in the library class were too advanced for me. 5 4 3 2 1 0

n. Instruction in library use should be given each time this course is offered. 5 4 3 2 1 0

COMMENTS AND RECOMMENDATIONS: _____

_____

_____

VII. Which of these library resources have you used this semester? (Check all that apply)

___ reserve books
___ unbound periodicals
___ bound periodicals
___ newspapers
___ periodical indexing & abstracting services
___ books
___ ERIC
___ Information Desk
___ card catalog
___ maps
___ paperback exchange
___ browsing collection
___ Periodicals List
___ government documents
___ reference sources
___ records
___ microforms
___ tutorials
___ interlibrary loan
___ Library of Congress
___ Subject Headings (Red Book)
___ Library Leaflets
___ curriculum materials

VIII. Do you feel that you would like to know more about any of the resources listed in VII? Please list which ones. _____

_____

J. Lubans, Univ. of Colorado, Boulder
J. Dittmar, SUC Potsdam, N.Y.
Spring 1977

LIBRARY SERVICE ENHANCEMENT PROGRAM
F. W. CRUMB MEMORIAL LIBRARY
STATE UNIVERSITY COLLEGE, POTSDAM, NEW YORK

FIRST LSEP INTERIM REPORT

Brief summary of Library Services Enhancement Grant activities
August 25 - November 30, 1976

Submitted by Jeanne Dittmar, Project Librarian
William Moffett, Director of Libraries

PILOT PROJECTS COMPLETED AND PLANS FOR FUTURE IMPLEMENTATION

I. TOPICS IN CHEMISTRY CHM 308

During September and October, the Project Librarian gave ten hours of Library instruction in the Topics in Chemistry class to 10 chemistry majors.

An outline of the library sessions is enclosed. Since the library sessions are now a part of the course description for CHM 308, the Chemistry Department is considering adding the course to the requirements for majors.

To prepare for an increased number of students and to provide some option for a self-instructional approach, a chemistry faculty member and the Project Librarian are planning to prepare (or perhaps purchase) a slide/tape show to teach the use of Chemical Abstracts.

II. FRESHMAN ENGLISH COMPOSITION 102

An outline of the Library sessions is enclosed.

Because ENG 102 teaches the skills necessary in writing a term paper, it is a logical place in the English curriculum for the first level of library instruction. However, in view of low enrollment potential to this course, (two sections per semester), the English Department curriculum committee is considering how best to reach more students. Meanwhile, all the faculty members teaching 102 have asked the Library to continue the pilot project in Spring and Fall 1977.

The Project Librarian is developing printed instructional materials teaching library use which will be purchased by ENG 102 students (instead of the published workbook now being used.)

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III. SEMINAR IN EUROPEAN HISTORY HIS 499

An outline of the library sessions is enclosed.

Although the students and faculty member involved in the pilot project reacted favorably to the integration of library instruction within their course, the History Department has as yet taken no steps to plan for library instruction in the curriculum at either a beginning or seminar level. However, many of the department members regularly request librarians to give 50-minute presentations for specific courses. We will of course continue and encourage this type of library use instruction while working with the department to develop a more systematic approach.

CONSULTATIONS WITH OTHER ACADEMIC DEPARTMENTS.

The Project Librarian, the Library Director and the liaison librarian assigned to each academic department have begun a systematic round of consultations with the academic departments. Library services in general and the library use generated by the department's teaching methods have been discussed. As a result of these consultations, pilot projects will be developed for Foreign Languages on the Seminar level, for Biology on both the introductory and seminar level, and for seminars in the English Department.

TEACHING AND SELF-INSTRUCTIONAL MATERIALS

1. Worksheets are being designed to accompany the library's Library Leaflets series. These "packages" of worksheets and leaflets will be used as self-instructional tools or as teaching aids for classes and tutorials.

II. Two point-of-use slide/tape shows are being prepared. A script and shooting list for a slide/tape presentation on the card catalog has been submitted to the Department of Educational Communications. The Project Librarian is now preparing the script for a presentation covering the library's periodical collection and indexing and abstracting services.

III. The Project Librarian has been involved in very preliminary work on pre- and post-assessment tools for measuring library skills. A member of the Education Department will be cooperating in this work.

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TRAVEL AND CORRESPONDENCE

I. The Project Librarian has solicited sample materials and information on point-of-use slide/tape shows, library exercises and self-instructional materials. Librarians listed in the New York Library Instruction Clearinghouse Directory and in the LOEX and L.I.N.C. newsletters were contacted.

II. The Project Librarian has attended meetings which included workshops on library instruction and visited the New York Library Instruction Clearinghouse.

SUNY Librarian Association Annual Meeting, June 3, Albany, New York.

Eastern New York Chapter of ACRL Fall Workshop, October 1, Cortland, New York.

NSF Workshop on Course Related Library and Literature Use Instruction in Undergraduate Science Education, October 19-22, Earlham College, Richmond, Indiana.

Council on Library Resources, Seminar for LSEP Participants, November 16,17, Washington, D.C.

LIBRARY SERVICE ENHANCEMENT PROGRAM
T. W. CRUMB MEMORIAL LIBRARY
STATE UNIVERSITY COLLEGE, POTSDAM, NEW YORK

OUTLINE FOR LIBRARY USE INSTRUCTION IN CHEMISTRY

OBJECTIVE: Students will learn to use information sources in Chemistry and the Crumb Memorial Library to successfully complete a 15-page term paper.

(Each session is 1 1/2 - 2 hrs. long)

SESSION	CONTENT	TEACHING METHOD	ASSIGNMENT
I	Finding a review article- subject searching in card catalog; using guides to the literature; use of general & special encyclopedias; use of Annuals, Progress in... Advances in...etc.	Lecture/discussion; handouts (info. about our library, sample catalog cards).	Find a review article on term paper topic.
II.	Use of reference sources in chemistry including periodical indexes and treatises except those listed below.	Lecture/discussion; worksheet (sample questions to be answered using reference sources)	Find authors and titles of those reference sources which will be useful in writing term paper.
III.	Use of Chemical Abstracts and Science Citation Index; use of our library's periodical collection and interlibrary loan.	Lecture/discussion with transparencies and sample issues; exercise using Chemical Abstract indexes.	Start compiling a list of articles on term paper topic
IV	Beilstein. Handbuch der organischen chemie.	Slide/tape show; and exercise	None
V.	Review with emphasis on search strategy	Lecture/discussion; searching exercise	Compile working bibliography for term paper.

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OUTLINE FOR LIBRARY INSTRUCTION IN FRESHMAN ENGLISH 102

OBJECTIVE: Students will use library resources to successfully complete a 5-10 page paper on a subject of their own choice.

SESSION	CONTENT	TEACHING METHOD	ASSIGNMENT
I	Introduction to various types of reference sources and to the specific titles of some general reference sources	Worksheet; Lecture/discussion (45 min.)	None
II.	Introduction to the use of reference sources for specific topics	Lecture/discussion; Worksheet; Individidual conferences between students and librarians (45 min.)	Find)if possible) an overview of paper topic and a bibliography on paper topic
III	Introduction to the card catalog; emphasis on an effective subject search	Lecture; Worksheet (40 min.)	Begin a working bibliography of books on paper topics.
IV.	Introduction to indexing and abstracting services; use of our library's periodical collection	Worksheet; Individual conferences between students and librarians (30 min.)	Begin a working bibliography of articles on paper topics.

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OUTLINE FOR LIBRARY USE INSTRUCTION IN EUROPEAN HISTORY SEMINAR

SESSION	CONTENT	TEACHING METHOD
I	Students filled out Skills Inventory. Overview of the literature. Introduction to the various types of primary and secondary sources.	Lecture/discussion; Exercises using reference sources. (40 min.)
II	Finding library materials Introduction to the subject approach to the card catalog and to the use of guides and bibliographies.	Lecture/discussion; Exercises using subject headings. (40 min.)
III	Review of Skills Inventory and review of how to find bibliographies and how to find primary sources. Finding periodical articles. Use of periodical indexing and abstracting services and our library's periodical collection.	Lecture/discussion; Exercises using indexes and abstracts. (60 min.)

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SECOND LSEP INTERIM REPORT

Summary of Library Services Enhancement Grant activities
December 1, 1976 - February 28, 1977

Submitted by Jeanne Dittmar, Project Librarian
William Moffett, Director of Libraries

PILOT PROJECTS NEW AND CONTINUED AND PLANS FOR IMPLEMENTATION IN THE FALL 1977

I. FRESHMAN ENGLISH COMPOSITION 101

A new project was implemented that will give approximately 250 Freshmen an initial orientation to the library. A self-guided walking tour and worksheet is being used. Other library experiences related to the subject matter of the course are being devised by the English faculty and the project librarian.

Near the end of the semester the project librarian and the faculty teaching this course will discuss the impact and usefulness of the library orientation. If the response to the present format is favorable, the English Department will take over the cost of the printed materials and will administer the orientation, consulting the library as necessary.

II. FRESHMAN ENGLISH COMPOSITION 102

Four sections of ENG 102 have completed a series of self instructional worksheets designed to give them the library skills necessary to researching a first term paper.

Students in these classes responded very well to the use of the Library Leaflets and worksheets (copies attached). Two typical comments on the library instruction are attached. Although revisions will be made to the worksheets as necessary, the preparation time for a librarian to teach 102 has been effectively reduced. (The English Department has asked the library to continue the instruction for 102).

Two more Library Leaflets and worksheets to be used in ENG 102 are being developed. One is on "Finding bibliographies"and one on "Choosing a topic for library research."

III. PROSEMINAR IN EUROPEAN HISTORY

Three sessions of library use instruction were presented by the project librarian and her colleague, Lynn Magdol. Students in the course are history majors and will be writing papers in Russian history.

This type of course presents a problem which occurs in other disciplines as well. The skills necessary to reading, researching and writing history are taught. It is very convenient for the faculty to ask for a discreet module to teach library skills. However, I feel that it would make much more sense to integrate the library skills needed by the student into the course. So, for example, when the faculty member is teaching the use of secondary sources, the librarian can work with the class in finding the secondary sources they need. This type of integration takes time to promote and implement. Its success obviously depends on the readiness of faculty to adopt it.

IV. ADVANCED TOPICS IN BIOLOGY

A lecture and tour on finding materials on the general subject of the seminar was followed by individual tutorials with each student.

Although the tutorials are time-consuming, I feel they represent a viable means of instruction at the seminar level. More library staff members are available to give tutorials than to teach classes, and the number of students is small.

V. ADVANCED GENETICS

Two lectures with some discussion were given by the project librarian with her colleague, Nancy Lufburrow, explaining the use of Biological Abstracts.

This semester more library classes (both single and multiple sessions) were given by more than one librarian. This allowed various librarians to "specialize" and cut down on overall preparation time. For example, Nancy prepared a lecture with transparencies on Biological Abstracts and presented it many times. This meant that the other librarians preparing for classes of library use in biology, psychology, and biochemistry did not have to spend time working up a presentation of Biological Abstracts.

VI. SEMINAR IN PSYCHOLOGY - HONORS PROGRAM

Two sessions with the project librarian and her colleague, Judy Hudson, on materials and research methods in psychology.

The cooperation between the project librarian and the librarian liaison to the psychology department represents another way of involving more library staff members in the library instruction program. The project librarian gave the library instruction classes and the librarian liaison (Judy) provided the printed materials and developed exercises to be used in the classes.

VII. FOUNDATIONS IN SCIENCE - SCHOOL WITHIN A SCHOOL

The project librarian worked with the Freshmen in the School-Within-a-School program to prepare them for researching a first term paper in science.

As the School-Within-a-School increases its enrollment of students the integration of library use instruction into the curriculum will have to be explored further.

VIII. READINGS IN FRENCH LITERATURE

One session in the library was presented by Lynn Magdol.

This session is mentioned here because Lynn used a combination lecture and worksheet designed specifically for the class assignment (see attached). The students and faculty member felt that the worksheet was extremely helpful, so it will be used again for this course.

CONSULTATIONS WITH ACADEMIC DEPARTMENTS AND WITH LIBRARIAN LIAISONS

I. Some academic departments were not visited last semester by the project and the library director. Those departments will meet with us this semester.

II. The project librarian has begun meeting individually with each librarian liaison to map out goals and strategies for library use instruction for each academic department. These meetings will discuss: what needs to be done; how our plans should be promoted; who should implement the plans; what printed materials should be prepared; etc.

TEACHING AND SELF-INSTRUCTIONAL MATERIALS

I. Additional Library Leaflets and worksheets are being developed by the project librarian and Lynn Magdol.

II. The requests for slide/tape shows presented to the Department of Educational Communications in the Fall have received very little attention. However, DEC has promised that the projects will be completed in time for the Fall semester.

EVALUATION

The project librarian has spent very little time developing formal evaluation tools for either testing library skills or judging the effectiveness of the various types of library use instruction.

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However, a questionnaire is being developed that will be sent to the faculty members whose courses received library use instruction. The questionnaires will be answered by the students at the same time routine course evaluations are completed.

COMMENT

The past three months have been devoted to promoting and implementing library use instruction that is closely tied to the subject matter and library assignments of the various courses. During the next three months plans must be made with the teaching and library faculty to prepare for the Fall semester. The project librarian and the librarian hired on the grant monies have participated in about half of the library classes given in Fall 1976 and Spring 1977. If the expectations of the faculty are to be satisfied next year, more librarians will have to be involved in more ways.

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FINANCIAL REPORT

EXPENSE CATEGORY	APPROVED BUDGET	EXPENDITURES	BALANCE UNSPENT
Salaries (Replacement Librarian)	10, 509.00	9,798.00	711.00
Employee Benefits	2, 208.00	2,058.00	150.00
Supplies, Typing, Photocopying	1, 449.00	1,416.00	33.00
Travel	700.00	617.00	83.00
TOTAL COSTS	14, 866.00	13,889.00	977.00